JOURNAL OF EDUCATION.

A. E. WINSHIP and A. W. BELDING, EDITORS

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EDITORIALS

Educational Shenandoahs

The collapse of the idolized Shenandoah was one of the distressing disasters of air navigation adventures, not because of the lives lost, but because we had been led to think that the long-sought safe, steerable—dirigible—balloon had been created.

For the first time there was a great machine, floated by non-explosive gas, something never known before, something that is not likely to be true in any other country in many a year. The Shenandoah had been on exhibition in flights over many cities. It was a glorious sight, that immense balloon, sailing hither and thither, wherever and whenever the man at the helm chose to have it go. It was a terrible shock to all Americans to know that that miracle of the air could go apart, and, though the gas did not explode, the steerable balloon could be a failure.

There are educational Shenandoahs, disappointing educational problem solutions. There are airplanes, heavier-than-air machines that are relatively safe, that carry mail from coast to coast in twenty-four hours, that carry freight and even passengers successfully, but they are not handsome, they are not impressive as a monster balloon is.

So there are educational activities that are wholesome and serviceable, but they are not psychologically attractive, are not adequately impressive as the Shenandoah was.

Perhaps the least harmful of these educational Shenandoahs is the curriculum, the aristocratic name for the course of study, which lacks impressiveness. The common people, the ordinary teachers know what a course of study is, but one has no majestic psychological presence who speaks of a course of study as one does who swells out the c-u-r-r-i-c-u-l-u-m, which looks immense as it soars above the teachers of a city.

The course of study is understood by every one, can be spoken of wisely by a teacher who is more than forty years of age, and every one knows that a teacher who talks about a course of study has at least a bowing acquaintance with educational common sense.

But to say "Curriculum" impressively one must be an educational Shenandoah, must be properly bedecked with credits, must have confidence that he has a bowing acquaintance with the psychological elect.

Let no one suspect us of lack of sympathy

with the attempts to improve the course of study. Dr. Charles W. Eliot of Harvard University, nearly fifty years ago rendered inestimable service to education when he championed the "enrichment of the course of study." He was brave enough to see the need and brainy enough to talk about a course of study. There were no Shenandoahs in that day.

It will be high tragedy if the course of study of today cannot be enriched, simply because some professionalists seek distinction by insisting upon a Shenandoah designation of a really common-sense service.

Passing of T. W. Bicknell

Dr. Thomas W. Bicknell, founder of the New England Journal of Education in 1875, which he later transformed into the Journal of Education, New England and National, died in Providence October 6, following an operation in the hospital. He was in his ninety-first year.

Dr. Bicknell had been in his usual health apparently until he went to the hospital for an operation which was not expected to be serious.

Dr. Bicknell retired from active professional life many years ago, but was personally active in various lines of semi-public service, always interested in affairs of Providence and Rhode Island, especially historic, religious and patriotic.

In keeping with our aspiration to speak appreciatively of men before death rather than after we were most fortunate in having an opportunity to sum up the life service of Dr. Bicknell in our issue of the Journal of Education on January 1, 1925. After reading it he wrote in exuberant appreciation, saying in closing that he felt like saying: "Now lettest Thou Thy servant depart in peace."

We were pleased that we could mail that issue, marked, to all the persons whose names he provided. He wrote us several times in special appreciation of various references of ours

Dr. Bicknell was the man of the hour as clearly as any man ever met new responsibilities in a masterful way.

The year 1869 was the birth year of many important educational movements. Charles W. Eliot became president of Harvard University, and Henry Barnard was the first U. S. Commissioner of Education. The next few years provided the birth throes of educational progress.

Henry Barnard's day had gone by. He was not equal to the wisdom needed. Temperamentally and philosophically he could not meet the needs of that hour. It is useless to waste printer's ink in arguing whether he was too big for the occasion or whether the politicians were too little to allow him freedom.

Fortunately General John Eaton, who succeeded to the Commissionership, was loyal to Dr. Barnard's reputation, but the school people, even in New England, were too suspicious of one another to command general support of any educational policies.

The great need of the hour was a unified New England educational sentiment such as Dr. Bicknell created and maintained; such as no other man could have created and maintained at that time.

That Rhode Island furnished the pre-eminent leader was one of the notable providential dispensations. It is one of the tragedies or comedies that Rhode Island has on several occasions flocked by herself. It has not always been natural for Rhode Island to keep step with other New England states, and she has not often set the pace for other New England states to march to, all of which made it highly important that a man of commanding physical presence, of high professional aspirations, a pre-eminent leader in Rhode Island, should tune in the other New England State educational magazines in the New England Journal of Education in 1875.

What Dr. Bicknell did for the National Education Association through the famous Madison meeting of 1884 was told in the anniversary issue of the Journal of Education, January 1, 1925.

A combination of circumstances which few fully appreciated even then, which no one could now appreciate, led Dr. Bicknell to wish to retire from the editorship and ownership of the Journal of Education, New England and National, and a strange fate led us, unsuspectingly, into the combination to nationalize the New England Journal of Education. It was an opportunity for which we are now profoundly grateful, but for which we were not always appropriately grateful. We are most grateful that in the later life of Dr. Bicknell we did record unstinted praise of his educational service through the New England Journal of Education and through the National Education Association.

Honoring J. P. McCaskey

In Harrisburg, on Friday, October 9, the school people and other eminent citizens of Pennsylvania appropriately honored the service of Dr. John P. McCaskey of Lancaster, the great educational journalist of the United States.

It was a disappointment beyond expression that we could not join the banqueters on that notable occasion, for we are sure that none of those who sounded the praises of Dr. McCaskey at that banquet has had the same opportunity to worship at his editorial shrine that we have had. We are quite sure that no one now professionally active, who was never a resident of Pennsylvania, has known Dr. McCaskey as intimately for forty years as have we, and our admiration for him as a high school principal

was not second even to our pride in his superiority as an editor.

Fortunately we had an opportunity to demonstrate an appreciation. In 1897, nearly thirty years ago, we indulged ourself for once in educational presidential service, and at Montreal we presided over the largest meeting in the history of the American Institute of Instruction, and we honored ourselves by placing on the program only two persons as a presidential prerogative, purely personal professional appreciation, Dr. John P. McCaskey and Charles W. Bardeen, both of whom reflected great credit upon the administration.

Bay State Leads Again

A noble Home and Recreation Retreat for Teachers is to be provided by the Massachusetts Federation of Teachers' Clubs at Sherborn, twenty miles from the State House.

Miss Cora Bigelow has received from Mrs. Bancroft Davis, a lovely home with several acres of land, all in first-class condition, for the teachers of Massachusetts, and Miss Bigelow has passed this gift on to the Massachusetts Federation of Teachers' Clubs, and the Federation has accepted the gift and it will be equipped at once and a caretaker installed. It is ready even now for service. It is taxed for $10,000, and it will be tax exempted by the state for this use; and the buildings are insured for nearly $10,000. It is to be a place for teachers to use in various ways for week-end parties and recreation, for holidays and vacations at a mere nominal fee for whatever they have.

When needed for retired teachers, dormitories will be provided, and even now there are several rooms ready for such occupancy, but it will never be merely a place for teachers who are through with life, for the young, spirited and cheerful teachers will rendezvous there, radiating sunshine upon the seniors in the profession.

This is the first teacher-owned, teacher-managed retreat for the profession, active and retired, in the country.

Inevitably, every state will have such a lodge, owned, managed, and enjoyed by the teachers.

A Promoter of Thrift

We called attention recently to the exceptional service that Miss Florence Barnard, of the Brookline High School, has rendered the cause of thrift, and it is always high satisfaction when one's estimate has the highest sanction, as in the case of Miss Barnard, who, almost as we printed our estimate, was awarded a prize of five hundred dollars by the National Association of Mutual Savings Banks for the best essay on thrift teaching.

At the annual meeting of the Savings Banks Association of Massachusetts on September 23, 1925, the secretary of the association says: "The outstanding feature of the session was the address of Miss Florence Barnard, of Brookline, Mass., winner of the $500 prize offered by the National Association of Mutual Savings Banks for the best essay on thrift teaching. Miss Barnard's address showed the possibilities of the savings banks and the educational authorities of the state co-operating in the present plan of the State Commissioner of Education of Massachusetts, Hon. Payson Smith, to include the teaching of economics as a necessary preparation for life."

It is eminently satisfactory to have one's devotion to a great educational cause rewarded in this way. This makes the awarding of large cash prizes most significant.

We are using much of this address in this issue of the Journal of Education.

The Massachusetts Federation

One of the really famous State teachers' organizations is the Massachusetts State Federation of Teachers' Associations.

There are more than one hundred teachers' associations in the federation.

There are all sorts of teachers' associations and clubs, especially city teachers' organizations. Each association has a president on the Board of Presidents of the Federation, and each association has delegates to all meetings of the Federation.

This makes it impossible to have North and South or East and West "line-ups," or even a metropolitan versus country diversion of interests.

Harmony is inevitable, and each association is important enough and yet small enough so that the delegates can speak for their association.

At the delegate meeting in September, when Miss Cora Bigelow presented, in the name of the donor, the Sherborn Home to the Federation, property valued easily at $10,000, taxed for that amount, and the buildings on the three acres insured for near that amount—there'll be no state tax because of a law of exemption—the delegates voted unanimously to accept the gift.

Some $10,000 will be needed to provide for a caretaker, and for the creation of dormitory accommodations for retired teachers, etc.

Not only did the delegates vote to ask for $1 from each of the 17,000 members, but some of the presidents were ready to give their check for one hundred per cent. contribution from their association.

It was the greatest, grandest demonstration of professional harmony and devotion we have ever seen.

This was quite in contrast with some things we have seen in state associations, and it is always thus. One hundred units are quite different from four or five units.

North Carolina's Amazing Advance

By A. E. WINSHIP

American education has had no greater wonder thrill than when static Trinity College, Durham, North Carolina, recently became dynamic Duke University, with an exhaustless building program, a maintenance budget with no retarder.

This was no surprise to anyone familiar with the educational spirit and devotion of the people of North Carolina, who have inherited the vision of Governor Aycock, brilliantly broadcast in country schoolhouses by Walter Hines Page, Edward A. Alderman, Philander P. Claxton, J. Y. Joyner, and other noble men who changed the Tar Heel State to the Rainbow State.

To wonder at the new birth of Trinity College was to admit oneself mentally anaemic and educationally static, whose heart thumped if he ventured to know anything higher than traditional professional sea level.

The magazines have been brilliantly illuminated with the story of the Rainbow State, but men who pat one another on the back when they flutter about some trifle had no occasion to read the noblest educational utterances of our day.

What educationist has said anything more thrilling than was said last year by Hon. W. N. Everett, Secretary of State of North Carolina?

"The pathway of history is sown thick with the wrecks of politicians and political parties, but it is not yet recorded that any man or any party in any country ever went down in the struggle for better schools, better roads or better health.

"The people of North Carolina are bent upon building a great state on the basis of public education, public highways and public health.

"We are digging fewer graves year by year and fewer by 17,420 than we dug in 1911.

"We spend more and more on cradles and baby carriages, and we spend less on funerals and coffins.

"Our high birth rate and low death rate have given North Carolina a fame that reaches around the world.

"There is no safer basis for a high grade civilization in any state or nation than education, highways and health.

"The will of the people of North Carolina is definitely fixed upon these agencies of Commonwealth building.

"They are willing to pay the bill and they cannot be stampeded by timid talk about taxes.

"The people want better public schools and are willing to be taxed for better public schools.

"In 1925 our public school property will be $65,000,000, which is sixty-five times as much as it was twenty-four years ago.

"These public school buildings are not built by the state, but by local units of government; the people freely vote these school taxes.

"No man and no political party would dare to go before the people of the state with any policy that put in jeopardy the fundamental public necessities of education, highways, health, and social well-being.

"These visions and policies of Commonwealth building have received the hearty approval of the people for the past eight years.

"The taxpayers of North Carolina stoutly maintain that the best business a government can engage in is that of serving humanity.

"North Carolina is now creating in two and a half years as much wealth as it was able to accumulate in its tax books in two and a half centuries of struggle with poverty.

"In 1922 on the basis of property tax rate the average in North Carolina was $1.47 on each $100 of listed property, the lowest property tax rate in the United States.

"On the basis of per capita tax payments, North Carolina paid for law and order, school, health, and public welfare, all told, $18.01 per inhabitant, which is less than only four other states in the Union.

"Since 1921 no general property tax has been levied for state purposes of any sort.

"Three hundred dollars worth of household goods and utensils in favor of a man trying to raise a family and establish a home. This exemption alone wiped off the tax books of the state more than $200,000,000 of taxable property. The poll tax is limited to $2.00."

In the year closing June 30, 1924, North Carolina paid into the United States treasury, $157,873,393.

The only states exceeding this were New York, Pennsylvania, Michigan, Illinois and Ohio.

It was twenty-five per cent. more than California.

There are seventeen states that combined pay $15,000,000 less money into the Federal treasury than does North Carolina, and these states are Maine, New Hampshire, Vermont, Rhode Island, Connecticut, Washington, Oregon, Nebraska, Virginia, North Dakota, South Dakota, Montana, Idaho, Wyoming, Nevada, New Mexico, and Arizona.

Mob riots and lynchings have been eliminated in North Carolina.

There are $1,500,000 spent for negro schools this year, which is four and a half times as much as was spent for all education twenty-four years ago.

That North Carolina holds the pace is seen in the fact that the expenditure for public education in 1925 is $35,000,000 as against $12,000,000 in 1920.

Is Education Meeting the Challenge?

By F. B. PEARSON

Columbus, Ohio

Let it not be thought that this pen is either captious or iconoclastic, for such is not the case. But diagnosis must precede prognosis and both ought to have a vital relation to treatment. We shall all freely admit that our schools might be in far worse case than they are, but, even so, we are all eager to have them become still better. Progress is and ought to be the law of life. The individual who is not making progress is not really living, but is rather an encumbrance. So with the school. Progress proves that it is a living organism and is thus by way of fulfilling its destiny. Hence this challenge is but a kindly inquiry as to whether the school is making the greatest possible progress, or whether, through inertia or lethargy, it is yielding to the retarding influence of tradition and the habit of being satisfied with something less than excellence—something less than the best.

> "Here is a challenge: When we look at affairs as they now exist and make a thoughtful inventory, can we in all sincerity maintain that our part is going right?"
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> "We are quite ready to provide the pound of cure, but no one will have the temerity to assert that, with all our education, we have learned how to use the ounce of prevention effectively."

Many years ago President Monroe declared the purpose of education to be "to qualify society to discharge with credit the great duties of citizens." To this concept of education we all shout a hearty amen and become voluble in proclaiming its validity. We aver lustily that the standard is not too high and that is just what we have been saying all the while. Then we proceed to feel quite virtuous and may, in the exuberance of our enthusiasm, write a letter to the paper saying, in an expansive way, that worthy citizenship is the true goal of all education. Then we fabricate a halo for ourselves and feel quite exalted. Next day we do our teaching in the same old way, as if nothing at all had happened, and drive toward the same goals that we have held in view all the while, and urge our pupils to diligence that they may not fail of promotion. If citizenship is our goal it seems to have become beclouded—to be in penumbra. We seem to have forgotten President Monroe in our zeal for passing grades.

Then, again, President Madison said that the purpose of education is "to prepare a people who mean to be their own governors." Agreed! We shall all give facile assent to this theory, too. The ayes have it. How easy it is to vote in the affirmative on such a proposition! Here we have the foundation principle of democracy—the people their own governors. But, we must have slipped a cog somewhere in the process, for right now we have quite a contingent of our population confined in jails and penitentiaries, who are not their own governors. It seems that they could not be trusted to govern themselves, so we built cages for them and hired men at public expense to keep them in order. Besides, we feed and clothe them, in addition to governing them. When Madison's theory becomes a reality we shall not need such institutions and the guards can turn their attention to productive work. Utopian? Possibly so, but we are speaking now of Madison's definition of education, with which we all seem to be in such hearty accord. Did he set the mark too high, or has education failed to measure up?

We still have policemen, traffic officers, patrols, and police courts—all designed to govern people who are, apparently, unable to govern themselves. So, obviously, we have not reached the goal which Madison set for education, however fervently we proclaim this goal to be a proper one. And it must be borne in mind that Madison gave the country that dictum more than a century ago. Hence, we cannot set up the time element as a valid alibi In all conscience, we have had time enough to show an appreciable diminution of these governing agencies, but we constantly hear calls for more policemen and for additions to our penal institutions. We enacted the Volstead law for the benefit of people who cannot govern themselves and right now are experiencing a veritable maelstrom of troubles in our frantic, yes, even hectic efforts to enforce this law. There are many who are putting a premium upon law evasion and violation, laughing at officers and courts. This is a sombre picture but a true one, and serves to show how far short we have come of realizing Madison's definition of education.

Still, again, Jefferson stated that the purpose of education is "to enable the people to understand what is going on in the world and to keep their part of it going on right." As to this concept of education we shall all freely admit that the former part has been satisfac-

torily realized. Our histories and magazines, and especially the press, keep us fully informed as to what is going on in the world, but the latter part of this concept gives us pause. Here we find an *impasse*, and we call out "checkmate." Here is a challenge: When we look at affairs as they now exist and make a thoughtful inventory, can we in all sincerity, maintain that our part is going right? There is small need to hark back to the war with all its devastation—its broken hearts, homes, and fortunes. But what of the present? Are we keeping our part of it going on right just now? We are spending vast millions for buildings for epileptics, the insane, and the feeble-minded and taking unction to ourselves for our generosity, our altruism and our philanthropy. We are quite ready and willing to provide the pound of cure, but no one will have the temerity to assert that, with all our education, we have learned how to use the ounce of prevention effectively.

We have scandals, both in private life and in public life: our divorce courts must work overtime; if all reports be true we have had a debauch of profiteering; poverty and hunger stalk through the world; and human life seems to be held cheap. With all our schools and colleges we have not yet learned how to articulate production and distribution. In the same breath we speak of hunger and overproduction. While farmers are clamoring for a market for their products untold multitudes are crying aloud for food. We have a secretary of commerce, but he seems not to know how to solve this problem even with the help of all the experts in economics. They seem to stand at bay before this problem, not knowing which way to move. Our part is certainly not going on right, and Jefferson's definition still is far from fulfillment. Franklin said that the schools are "to supply men to serve the public," and Adams said they are "to give the knowledge useful in the practice of the moral duties of a man and citizen." And, again, the challenge: Has education kept the faith of the Fathers or has it, in some measure, been recreant to its duties, its privileges and its opportunities? It has done much, to be sure, but has it done enough and is it doing enough? These are questions which confront every teacher.

A Reward of Service

[Editorial.]

Mrs. Cora Wilson Stewart of Frankfort, Ky., the originator of the crusade for the elimination of illiteracy, and the creator of the demonstration in Kentucky, all through the South, and throughout the United States, and leader in the crusade to eliminate illiteracy in all nations and with all peoples, has been awarded the prize of Five Thousand Dollars offered by the Pictorial Review, for great service to humanity.

The character of the committee of award adds greatly to the significance of the recognition of Mrs. Stewart's matchless service to humanity. The persons selected to decide upon claims of various candidates were: William Allen White, Edwin Markham, John H. Finley, Ida Tarbell, Mary Austin, Edwin Slosson, Charlotte Gilman Perkins, Mrs. Henry W. Peabody, Dr. Henry Goddard Leach, Clark Howell, Mrs. Robert J. Burdette, Maud Woods Park, Mrs. Michael Gavin, Walter L. Clark, Miss Rose Brenner, Julia Arthur, Dr. A. O. Thomas, Madam Louise Homer, Mrs. John D. Sherman and Mary Van Kleek. A more distinguished body of American leaders has never been asked to pass upon the service to humanity of any candidate for public appreciation.

Illiteracy has been the pre-eminent cause of ignorance. It has shut out the vast appeal of written and printed language to a multitude of noble spirits in our land, and in all nations. In the world as a whole there is still an unthinkable percentage of the inhabitants of the earth who are still illiterate. It never seems to have entered into the mind of any one of high or low degree that anything could be done to entirely eliminate illiteracy.

With the same masterful genius that enabled Madame Curie to discover the source of power that has given the world radio broadcasting, Mrs. Cora Wilson Stewart, in the mountains of Rowan County, Kentucky, discovered the power that has done more to eliminate illiteracy than all the colleges and universities, pedagogists and psychologists of all time.

It is an inestimable privilege to have lived to see such masterful genius in the service of humanity receive such recognition as is coming to Mrs. Cora Wilson Stewart.

"Let us cast off our hatreds. Let us candidly accept our treaties and our natural obligations of peace. We know, and everyone knows, that these old systems, antagonism and reliance on force, have failed. If the world has made any progress, it has been the result of the development of other ideals. If we are to maintain and perfect our own civilization; if we are to be of any benefit to the rest of mankind, we must turn aside from the thoughts of destruction and cultivate the thoughts of construction. We cannot place our main reliance upon material forces. We must reaffirm and reinforce our ancient faith in truth and justice, in charitableness and tolerance. We must make our supreme commitment to the everlasting spiritual forces of life. We must mobilize the conscience of mankind."—Calvin Coolidge.

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA
A PROCLAMATION.

Education is becoming well-nigh universal in America. The rapidity of its expansion within the past half century has no precedent. Our system of public instruction, administered by State and local officers, is peculiarly suited to our habits of life and to our plan of government, and it has brought forth abundant fruit.

In some favored localities only one, two, or three persons in a thousand between the ages of 16 and 20 are classed as illiterate. High schools and academies easily accessible are offering to the youth of America a greater measure of education than that which the founders of the Nation received from Harvard, William and Mary, Yale and Princeton; and so widely diffused has advanced study become that the bachelor's degree is no longer a symbol of unusual learning.

All this is reason for gratification; but in the contemplation of worthy achievement, we must still be mindful that full provision has not yet been made throughout the country for education of either elementary, secondary, or higher grade. Large numbers have not been reached by the blessings of education. The efficiency of the schools in rural communities is, in general, relatively low; too often their equipment is meagre, their teachers poorly prepared, and their terms short. High schools, notwithstanding their extraordinary growth, have not kept pace with the demand for instruction; even in great cities many students are restricted to half-time attendance, and in outlying districts such schools are frequently insufficient in number or inadequate in quality. In higher education the possibilities of existing institutions have been reached, and it is essential that their facilities be extended or that junior colleges in considerable numbers be established.

These deficiencies leave no room for complacency. The utmost endeavor must be exerted to provide for every child in the land the full measure of education which his need and his capacity demand; and none must be permitted to live in ignorance. Marked benefit has come in recent years from nation-wide campaigns for strengthening public sentiment for universal education, for upholding the hands of constituted school authorities, and for promoting meritorious legislation in behalf of the schools. Such revivals are wholesome and should continue.

Now, therefore, I, Calvin Coolidge, President of the United States, do proclaim the week beginning November sixteenth as American Education Week, and I urge that it be observed throughout the United States. I recommend that the governors of the several states issue proclamations setting forth the necessity of education to a free people, and requesting that American Education Week be appropriately celebrated in their respective states. I urge further that local officers, civic, social, and religious organizations, and citizens of every occupation contribute with all their strength to the advance of education, and that they make of American Education Week a special season of mutual encouragement in promoting that enlightenment upon which the welfare of the nation depends.

"What is Pedagogy Good for?"

[Announcing the Awards in the Journal's Contest to Discover the Best Way of Answering the Farmer's Pointed Query.]

On August 20 the Journal submitted to its readers what it regarded as a leading question, namely, "What Is Pedagogy Good For?" The inquiry had been sprung upon a well-known school woman by a farmer at whose door she had stopped to buy some vegetables. Being asked what her business was, she had responded: "Pedagogy." When the farmer inquired further: "What's that good for?" she was in too great a hurry to explain. So off she drove—and it fell to the lot of the Journal of Education to obtain an answer that should satisfy the farmer's reasonable curiosity.

Many of our readers, lured more by the educator's yearning to instruct than by the modest prize of ten dollars which was offered, submitted their answers—some of them most

THIS ANSWER WINS THE FIRST PRIZE

Mr. Farmer:—

You farm differently from what your father did, don't you? He lived at a time when land was cheap, when the soil still held its virgin fertility, when life was organized by a simple plan, and when the high cost of "high" living had not been ushered in. He planted the seed by the signs of the moon, made a simple living, and was content.

You farm in a different way. You determine the chemical composition of the soil and supply it with fertilizer containing the lacking elements. You analyze the climate of the region and the texture of the soil in order to tell what crops will grow best in your locality. You compute the most economical rations for your live stock. You weigh and test the milk as a means of eliminating the "boarder" cows. You study the changing supply and demand of the markets in order to tell what crops and animals of those that you can raise will bring the best prices. Every step you take comes as a result of a careful analysis of the soil, the climate, the markets, your past experience, the experience of others, and the many other components that make up the complex process of successful farming under modern conditions.

The difference between your method of farming and that of your father you call the science and art of agriculture. It has come as the direct result of analyzed experience and scientific experimentation. To be a successful farmer today you must be master of this scientific technique as you well know.

Now, pedagogy is the science and art of teaching. It, too, has come as a product of carefully analyzed experience and scientific experiment. In the time of your father's school days and possibly your own, teachers did not need to know so much about the science and art of teaching. The amount of accumulated knowledge was not nearly so large and the standards of education were not nearly so high. To meet the demands of modern times, however, much more must be taught in but little if any more time. Teaching procedure, therefore, cannot be based upon guesswork and tradition; it must be subjected to the same scientific development as procedure in other lines. The "good old" methods of teaching are as obsolete as the "good old" methods of farming. The teacher of today must know how to examine the soil of each child's mind in order to determine the type of culture that will bring the best crop of knowledge and good habits. She must be able to weigh and test the results of each method that she uses and thus eliminate the "boarder" methods. She must know what seeds to plant in each child's mind and how to plant them. She must know how to cultivate the growing bits of mind and spirit so that they will produce a sufficient crop of preparation for a complicated world. Sometimes she must be able to drain the alkalies of wrong thinking from the soil of a growing soul. She must know how to exterminate the weeds of ill will and low ambition that sometimes threaten the crop of mental and moral development. In short, she must be able to determine what to teach, when and to whom to teach it, and how to measure the success with which it has been taught. You asked me what pedagogy is for. That's it.

R. V. HUNKINS,
Lead, South Dakota.

SECOND PRIZE

Mr. Farmer, these potatoes you raise would win the Blue Ribbon at the County Fair. I can buy potatoes anywhere, but it's hard to find blue ribbon specimens. That's why I buy yours. You seem to know how to mix sunshine, soil, and moisture in the right proportion. The difference between this perfect potato and some I see for sale is your knowledge of gardening. We could fix up a fancy name for your knowledge and call it agriculture or something of the sort.

Now, Mr. Farmer, I, too, have a garden. I, too, cultivate young things, boys and girls. Yes, I'm a teacher. If I do my job well, my product, too, will win blue ribbons. The fancy name they give to knowing how to do this job well is pedagogy.

ROSS H. SMITH,
Highland Park, Michigan.

flattering to the farmer's receptivity and comprehension, others quite within probable range of his interests and knowledge of the English language possessed by the average farmer.

Although but one prize was offered, a second award of five dollars has been added.

Herewith are printed not only the two prize-winning replies but a number of others which have been selected for their particular interest or merit or because they were typical of the answers that came in from all parts of the country.

J. EUGENE THOMPSON
Elmhurst, Long Island

What is Pedagogy and what is it good for?

Pedagogy is the science of good teaching and it is good for every kind of brains. It is the fertilizer of poor soil, the lubrication of a machine, the medicine of a disease.

Pedagogy is the medicine that cures the horrible disease of bad teaching. It is a real prescription, constantly altered and improved to meet new knowledge, that becomes more effectual each time it is compounded.

Pedagogy, like any other science, has made the light of our civilization burn brighter. Pedagogy has always been used by the best teachers to combat the bad teaching plague, the symptoms of which are hit-and-miss, generalized "inspirational lecture" methods, the backward child, failure to understand community or racial customs, the "unmanageable" boy, inability to analyze and meet individual child problems and instincts, the "retarded" child, and the wasted time of the "bright" student.

For the liquid base of your medicine of pedagogy take a strong-minded and firm-charactered teacher. Start with a few grains of common sense. Throw in numerous grains of educational training—courses in mental and achievement measurements, educational and adolescent psychology, the history of the world and of education, sociology, philosophy. Stir into the compound several grains of practical, working methods and a few years of experience—and then Shake Well Before Using!

D. L. EARNEST,
State Normal School, Athens, Ga.

My friend:

Your question, "What is pedagogy good for?" is sensible and demands a sensible answer; if those who use it cannot defend it much money and time can be saved and these be devoted to a better use. You, a farmer, study both seed and soil and season; scholarship is our seed, but we need to know the pupil, his nature, his capacities, his experiences. There is also a proper time for even suitable mental exercise; you know that even good food does not appeal to one with no appetite. We call a study of the pupil in his relation to our work by the high sounding word, pedagogy, which is really a study of the best way to treat the pupil to produce the best results. Some crops do not grow well on some soils and it is a waste of time and money to try repeatedly what has already been proven impossible. You know well what your farm will best produce; the results of your experience and what you have learned from the experience of others as sensible and successful as yourself you would like for your son to know. Now, in education we call this pedagogy.

Do you think a town clerk could take your farm and do as well with it as you have done? If the clerk should have a farm willed to him, he would need a lot of help; perhaps he could not hitch a horse to a plow. A little help, kindly, sympathetically given, saves much trouble and failure for farmer, or teacher. To know what others have learned about seed, soil and season, to know good seed, to know when and where to sow it and how to keep down the weeds, for weeds will grow; the same general line of work is a teacher's task. You know farming better than I and still there is much to learn about it and many problems to be solved, difficulties overcome. The process and progress of civilization have taught man much about the growth of mind, manner and morals; pedagogy is merely the wisdom of educational experience. You no longer plow, sow and reap as did the savages our fathers displaced; we teachers may just as sensibly profit by mistake, success and progress as can a farmer. And our children are worth more than our stock, just as mind and soul are worth more than seed and soil. Let us each in our own task get the best results, you by plowing, we by pedagogy.

C. E. LIPES
Caroga Lake, N. Y.

No matter how fertile the earthly soil which the farmer has to work with, or the mental soil that is given to the teacher, neither can raise worthwhile crops unless he knows how to plow and fertilize that soil, what seeds to plant, and the best methods of cultivating. Are plants more important than men?

F. W. ARBURY
Detroit, Michigan

An honest-to-God pedagogy is what the farmer's daughter buys with her time and money when she goes away to a teachers' college to prepare herself to teach the modern district school in every farmer's district.

If the college is correct and the daughter is a normal girl desirous of buying equipment for doing efficient work, these are the things she will acquire under the general head of Pedagogy:—

The power to inculcate in her pupils the ability to play, to correct all physical defects, to train their bodies to keep fit and eventually develop into vigorous young men and young women. To inculcate a feeling for the sacred, spiritual and beautiful things of life.

To train pupils to read, to write, to manipulate "figgers," and to learn the laws of civic righteousness and proper social behavior.

To teach history and geography in a manner that will cause her pupils to understand the different nations of the earth; to have respect for other people's ways of doing things; to eradicate race prejudices; to eliminate religious hatreds, and to learn the art of being sympathetic and respectful for other people's views and rights.

To teach pupils early that they constitute the government of these United States and therefore must assume the responsibility of conducting this government along proper and useful lines for all the people, all the time.

To teach pupils courage, endurance, cleanliness, righteousness, temperance in all things, stick-to-it-iveness, adaptability, gumption, give and take, and a deep feeling for rendering service up to 100 per cent. of capacity.

These are some of the things the farmer buys with his hard earned money when he sends his boy or girl away to a teachers' college to buy Pedagogy.

If his children don't get all these above mentioned items and more for their time and money, then the school has sold his kids "punk" pedagogy. "Them's my sentiments."

HELEN CURRAN
Wilson College, Chambersburg, Penna.

Pedagogy is the business of teaching, the biggest business in the U. S. A. There are more people engaged in buying and selling pedagogy than in any other business, for what home is not represented at least once, more often in three or four different ways in the schools of this country?

An investment in pedagogy brings back one hundred per cent. profit in satisfaction and happiness, though its real dollar and cent value is sometimes low, because its real worth cannot be measured in dollars and cents.

What is pedagogy good for? It is good for what ails you, rather what is it not good for? Name something if you can.

EDGAR W. COOLEY
Chicago, Illinois

"What is pedagogy good for?'

It's good for cranking the old flivver of human endeavor and starting the engine of intellect, so we can get somewhere.

It's good for cultivating the tender plants of youthful ideals, to make them grow and bloom and produce before the hot sun of indifference burns them up, or the frost of prejudice cuts them down.

It's good for adjusting the threshing machine of the child's intellect, so it will separate the wheat of truth from the chaff of mistaken theories, eliminate the weed seeds of misdirected energy and save only the golden grain of future usefulness.

It's good as a system of rotating the crops of mental development so as to preserve the fertility of individual talents and assure bountiful yields of worth-while achievements.

In short, pedagogy is good for creating a thoroughbred by inoculating a scrub with the serum of practical intellectual training.

ADELE DIETRICH
Wilson College, Chambersburg, Penna.

Pedagogy, Mr. Farmer, is the name of a study which shows me how to teach your children just as much and even more than they are learning now, in a much shorter length of time and in a much more thorough way.

MARY I. RILEY
Lowell, Mass.

Just as air, water and sunlight, under the skilful direction of the farmer, provide the proper food for the normal growth of plants, pedagogy under the rational guidance of the teacher provides the child mind with the necessary materials for well-balanced development. Too, just as the normal growth of plants means an increase in the quantity and quality of the fruit, normal mental development is the basis of broader and higher thinking and willing, in a word of more complete and more noble living on the part of the child.

Pedagogy is the basis, therefore, for an increase in the skill of the teacher, for a corresponding increase in the intellectual and moral development of the child; in a word, for an increase in good citizens, for God, for home, and for country.

ARTHUR DEAN
New York, N. Y.

Pedagogy is the study of how to walk on foot with children. Oftentimes, to the discriminating teacher, it is the child who sets the pace. Sometimes it is the teacher who leads and measures out the stride. But both are always true saunterers, *saint terres*, seeking the riches in the holy lands of the arts and sciences which rest at their very feet.

ARTHUR B. CUSHING
Lowell, Mass.

Pedagogy teaches a teacher how to teach better.

That is why young people go to a normal school, that they may learn how to teach.

There they are taught how to instruct in the studies and how to manage a school.

If you send your boy to an agricultural school it is because you believe he will be taught how to become a better and more successful farmer.

Pedagogy does for a teacher what that training would do for a farmer.

KATHERINE A. MAHAN,
Fair Haven, Vermont

Pedagogy is good for everybody and everything. It has raised man from barbarism and is the one thing which keeps us from sliding back into barbarism.

EMMA A. FIEDLER
Ottumwa, Iowa

For the dirt farmer it puts the ag in agriculture; to the foreigner, disrespectfully called the dago, it is his greatest aid and incentive toward becoming a good American citizen; it helps every one to stand on his own pedal extremities, four square with the world; it causes every one to be agog for more enlightenment, better understanding, better living conditions; it encourages us to act in the present, to look forward to the future and not to dwell too much on the long ago, and finally, it puts the ed in education, which is the result of pedagogy.

KATHRYN B. ALLEN
Chicago, Illinois

Pedagogy reduces knowledge, technical, mental and spiritual, to terms of a student's experience and points the way to his practical use of it.

ZELLA WIGENT
Chicago

Pedagogy is the business of helping children grow by giving them an understanding of themselves and the changing, growing world in which they live.

NORA L. McKINNEY
Waterford, Maine

"What's pedagogy good for?" you ask. Sir, I might ask: "What's agriculture good for?"

You say because of agriculture you are able to raise these fine vegetables. True, and because of pedagogy we have this fine Wheaton College.

You would not think of hiring a carpenter who did not know his trade.

Again, you would not think, when needing medical attention, of sending for a man who had not studied medicine.

Pedagogy, Mr. Farmer, is a name applied to a business that is working with boys and girls, which tries to teach these boys and girls not only the four R's, but right living, right thinking, with the fixed purpose of making them the finest men and women in the world.

ROSE A. YEOMANS
Revere, Mass.

Pedagogy, the art of inspiring youth to progress wholesomely in body, mind and soul.

LINA RITTERSPAUGH
Canton, Ohio

Pedagogy helps the teacher to do good teaching, just as the sun and warm rains help the farmer to produce good crops.

MARY JO BURGNER
Wilson College, Chambersburg, Penna.

You want your son to grow up to be a good farmer, don't you? You want him to know just when he should plant the wheat to have it grow best, and just when he should cut the hay so that it will keep best through the winter? You want him to know just how he should care for the stock so that it will keep fit? You want him to be a good farmer, a better farmer than you have been, through profiting by your experiences? Just so do we want each new teacher to be a better teacher than his predecessors have been, in order more surely to teach your son and daughter to be socially and economically efficient, to be a fully rounded, educated man or woman.

Through pedagogy each teacher can achieve this aim, can learn to be a better teacher profiting by the experiences and studies of others. It is worth while, isn't it?

HARLAN HOYT HORNER
Editor, New York State Education

Pedagogy is the contraption with which trustees and boards of education and teachers and superintendents seek to cure the ordinary ills of schools and to run them on a healthy and natural basis. This contraption is just as different today from what it was a hundred years ago, as a modern reaper and binder is different from an old-fashioned scythe and flail. The knowledge of how and what to teach children in order to have them grow up decent, self-supporting and law-abiding citizens has grown a hundred-fold in our generation. Schools function normally and naturally and thus do the work they are calculated to do because of this thing we school folk call pedagogy. That is what it is good for.

A Strong Combination for Thrift

By FLORENCE BARNARD

Brookline

[Address upon the receipt of first prize Five Hundred Dollars, offered by the National Association of Mutual Savings Banks for Best Essay on Thrift.]

Thrift work in Massachusetts has reached a point in progress where there is need of a complete understanding between the banking and teaching forces of the state, for the combination of the two agencies, co-operating systematically, is the key to its continued development, and ultimate success.

Banks have been handicapped in various ways, as is always the case with the work of the pioneer.

When a banker urges the public to save money, it is quite natural for human nature to suspect that he has ulterior and selfish motives. The "nigger in the woodpile" idea looms large, for the masses have never yet been sufficiently impressed with the fact that Mutual Savings Banks exist, not for the advantage of the bankers themselves, but for the benefit of every depositor. It is surprising to find how many intelligent and otherwise enlightened people have never given that subject much, if any, thought. It needs to be taught to the children and impressed upon the grownups.

A second handicap is due to the overcrowded school curriculum which, up to the present time, has not provided for economic training, except in rare instances, prior to the college period. As a result, masses of our youth emerge from school ignorant of one of the greatest essentials of modern life.

Much time is wasted by the necessity of gleaning a knowledge of economic principles through chance experience after leaving school, whereas time spent in school for that purpose would be clear gain. And the thinking along those lines would be so much clearer and more direct, if guided by competent instructors than when left to the chance interpretation of untrained minds.

Economic training was not afforded the present-day teachers. For many years, however, in various localities, teachers have devoted time and earnest thought to encourage thrift in the form of penny savings, with gratifying results. But as a body teachers need to have a greater interest in the broader interpretation of the subject aroused, and many need to have attention called to the unlimited scope of its possibilities.

The thrift committee of the Massachusetts Teachers Federation can co-operate with your mutual savings banks toward getting results that are for the good of the children in every community. While you are trying to solve the thrift problem from the school savings angle, we are approaching the same problem with a view to preparing the minds of children to understand economic principles as a foundation for personal management and public service.

It was not until President Coolidge, in his message to Congress last December, struck the keynote of the administration for the next four years, that the psychological moment for arraying the teaching forces on the side of economy seemed to have arrived.

Accordingly a meeting of the committee was held in January, at which the following definite objectives were determined: (1) To create a clear understanding of the true meaning of the term "thrift." (2) To instill in the minds of children those economic principles which are basic in developing the best type of citizenship. (3) To conserve the money of taxpayers to the extent that is in the teacher's power.

Many people, not understanding how constructive a force thrift is in human affairs, and how great is its power for human betterment, have always associated the term with narrowness, penuriousness and hoarding habits. So we adopted as our definition, "Use without waste," giving the broader interpretation as applied to time, talents, ideas, effort and energy, health, and all material things—including money. Our interpretation of economy is not to teach miserly habits but to teach how to use money to the best advantage.

To introduce such a subject as economics into the already overcrowded curriculum of the elementary and secondary schools, would ordinarily have seemed hopeless, for tradition was against it. But nothing is hopeless when an open mind is in a position to bring about results.

The breadth of vision, the depth of insight, and the rare judgment of our Commissioner of Education, Dr. Payson Smith, makes progress in education in every direction in Massachusetts possible. Realizing the need of a revision of the curriculum, with its inadequacy to meet the needs of modern life, he took steps toward a state-wide committee organization for curriculum revision, which will serve as a sort of educational laboratory to test the needs in education. The result will be an up-to-date well-balanced, workable course of study, and economic considerations will not be neglected.

Another very hopeful sign has been the appointment of a "Thrift Director" by the School Committee of Somerville, Massachusetts. This is the first instance of such a position, where the appointee is given freedom to concentrate on the problem, and to develop a system along practical lines.

The conservation of the taxpayers' money

certainly ought to be of vital concern to teachers. And how can we prepare youth for the economic revolution that is in progress better than by helping every child to see how labor and capital cannot exist without each other, and to make a capitalist of a child? Then the menace of class distinction between capital and labor will be combatted by an intelligent understanding of the real meaning and importance of each—a vital concern in a democracy.

Given the time and opportunity, as a legitimate part of the program in the schoolroom, to inculcate the fundamental principles of thrift and economics, the teaching forces can make Ponzi's scandals in the future well nigh impossible. When youth is taught how every dollar of public money can and ought to be spent to advantage, taxes will function, and public welfare and happiness will be increased.

I am proud of being a resident of the town of Brookline, not because it is reputed to be the wealthiest municipality of the country in proportion to its population but because, not long ago, Brookline paid a debt of several thousand dollars to which she was not legally bound, because it was regarded as a moral obligation.

Was that act due to the personal integrity of the officials of the town of Brookline or to the fact that the town's financial conditions were so prosperous she could afford it? Am I not right in answering: "It was both, but it was the integrity that has made these conditions possible"? It all goes back to the foundation—character. What the home does not supply, the school must.

While the thrift committee is composed of superintendents, principals and classroom teachers, they are all working exclusively in the field of education, and are viewing the situation from that angle. All those in the profession are vitally concerned about progress in education, but not less are the laymen, who are the taxpayers, and who have the advantage of viewing the results of the present educational system from the outside.

The thrift committee is in a position to make itself useful. The use of good ideas without waste is important, and this committee seeks to get at such ideas as directly as possible, and to have them used as speedily as possible. It may serve as a sort of "clearing house" of ideas.

Consequently a plan is under consideration whereby laymen and educators may meet on common ground to discuss their common problems. We are hoping to arrange a series of regional conferences, consisting of representative citizens of varied business and professional interests and educators, who, through round-table discussions, may arrive at some constructive answers to varied questions.

It is also much to be desired that laymen at large express their views on such questions, in order that all good ideas that are feasible may be embodied in the new curriculum.

Your executive committee has recommended a continuation of the co-operation with our thrift committee, and has already been of great assistance in making possible the distribution of the primer-like thrift outline for the use of teachers that received an award out of the prizes offered through the generosity and foresight of your National Association. In doing this, you are helping to unify thrift teaching in the state; you are helping to bring about a closer relationship between the home and the school; and you are giving your moral support, not only to the cause which we all have deeply at heart, but to the teachers, to whom the value of moral support is at all times inestimable.

May I quote briefly from a recent article in the Journal of Education as follows:—

"Important as are the Board of Education, the superintendent, and the principal, the schools are as useless as a stalled motor in the desert unless there is in every school a teacher who is the intellectual Spark Plug for the children."

It is to be hoped that your generous philanthropic act may serve to ignite the interest and enthusiasm of the "intellectual spark plugs" (so called) of the State of Massachusetts.

Please remember that your suggestions toward future progress, individually and collectively, will be welcomed at all times by our thrift committee.

One of the first things which we are planning to undertake this fall is the compiling, for use in the schools, of a composite textbook on "The Values and Usage of Money."

I heard a little story the other day. It is a Ford story!—but this is different, and vouched for as true.

Some time ago an old Methodist Church in the city of Detroit was abandoned by the members of the congregation for more commodious and convenient quarters.

In the course of his industrial expansion Mr. Ford found it desirable to acquire this church property in order to erect a part of a plant on the site. While inspecting the same in company with others, Mr. Ford chanced to notice that an open Bible had been left on the abandoned pulpit. Glancing down the page, his eyes rested upon these words: "What is a man profited, if he gain the whole world and lose his own soul?"

The soul of this nation is in the hearts and minds of its contributors to human betterment. Washington, Lincoln, Franklin, Roosevelt and Wilson, the unknown soldier were contributors all in the work which time and circumstance called them to perform.

Was there ever a greater opportunity for

contribution than yours and ours? Whether we be bankers or teachers, it is ours to lay foundations that are strong and sound, and safe; keeping ever in the foreground of our thought, as a guide along the pathway into the future, the beacon light of idealism.

Dr. West Resigns from Baltimore

By SHERWOOD D. SHANKLAND

Secretary, Department of Superintendence, National Education Association.

[From "School and Society."]

The resignation of Dr. Henry S. West as superintendent of public instruction of Baltimore will be generaly noted with interest, not only because it releases for a new engagement, a man with a conspicuously good record, but also because the Baltimore superintendency has come to be recognized as one of the most problematic administrative posts in the country. Four Baltimore superintendents in succession have gone out of that office in an unhappy manner, and two of them were summarily dismissed—as is perfectly legal in Baltimore, where the superintendent of schools has neither tenure of office nor a contract term of appointment, but holds his position merely "at the pleasure of the Board." Dr. West's resignation is effective as of August thirty-first at the time when he will have completed a five-year period as superintendent of schools.

In his letter of resignation Dr. West justly comments upon the achievements of his administration as follows:—

When the large accomplishments of these five years can be viewed in proper perspective, we shall all, I am sure, see this period as a notable chapter in Baltimore's public school history. It began with the Strayer School Survey in September, 1920; and it embraces all the developments effected since 1920 in the fundamental education of the elementary schools, in the differentiated courses of the junior high schools, in the advanced work and greatly improved organization of the senior high schools, in the administrative and supervisory reorganization accomplished, in the new school building program, in the betterment of teachers' salaries, and in the stimulation of teachers to professional improvement. These noteworthy developments in Baltimore's public school system have in fact already attracted most favorable attention from educational authorities throughout the country.

The Baltimore Board of School Commissioners, on their part, in accepting Dr. West's resignation, express their appreciation of the accomplishments of the West administration in the following paragraph:—

It was further resolved that in accepting the resignation the Board record its appreciation of Dr. West's notable accomplishments during the five years of his incumbency; and further record its recognition of his high character, scholarship and ability as an educator, and of his instrumentality in the great improvement in all branches of the public school system of Baltimore City during the period of his tenure of office.

A word of interpretative comment may be offered upon what has come to be spoken of in superintendents' circles as "the Baltimore Situation."

Passing over any and all superficial aspects of the matter, those who know the Baltimore situation believe and assert that the fundamental factor producing the West resignation was the undoubted fact that Dr. West had made himself an obstacle in the way of the City Hall's quiet but effective domination of the school system. He has come out openly for further salary increases for the teachers and principals, when it is well known that the Board of Estimates would like to prevent all further increases. He refused to endorse the move, which was nevertheless put through, to set up co-ordinate with the superintendent an independent director of business management. Already this dual authority is working out in a way disadvantageous to the schools.

Dr. West also pointed out with the utmost clearness, the responsibility of the Board of Estimates for the failure of the School Board's new salary schedule to become effective. He moreover argued for the rights of the School Board in the matter of the Department of Education budget, when it is obvious that the Board of Estimates desires, and intends, if possible, not only to hold down the total budget allowance to the school board, but also to dictate the details of expenditures within the budget allowance.

It was Dr. West's strikingly effective signed article in the May issue of the Baltimore Bulletin of Education, entitled "The Baltimore Salary Situation," that has been designated as his last "fatally good" stroke for the cause of educational advancement in Baltimore.

Whatever else is to be said about the Baltimore public school situation in general and Dr. West's resignation in particular, those in a position to know have no hesitation in declaring that no superintendent can succeed in Baltimore until the school system is relieved of political and financial domination by the mayor and the Board of Estimates. An independent Board of Education with financial independence, with members elected at large by the people of Baltimore, must be established before any far-reaching program of educational progress will stand a reasonable chance of success.

Abraham Lincoln's Grammar

One of the curiosities of aristocratic grammarians was the attempt to improve Abraham Lincoln's grammar. There has probably never been quite as delicious an exhibition of nonsense as in connection with these attempts to improve the grammar of Mr. Lincoln. We have a copy of a letter of Mr. Lincoln which we have not seen in print:—

Springfield, Ill., May 31, 1860.

Charles C. Nott, Esq.,

My dear Sir:Yours of the 23rd accompanied by a copy of the speech by me at the Cooper Institute, and upon which you made some notes for emendations, was received some days ago—Of course I would not object to, but would be pleased rather, with a more perfect edition of that speech.

I did not preserve memoranda of my investigations; and I could not now re-examine, and make notes, without an expenditure of time which I can not bestow upon it—Some of your notes I do not understand.

So far as it is intended merely to improve in grammar and elegance of composition, I am quite agreed; but I do not wish the sense changed, or modified to a hair's breadth. And you, not having studied the particular points so closely as I have, can not be quite sure that you do not change the sense when you do not intend it—For instance, in a note at bottom of first page, you propose to substitute "Democrats" for "Douglas"—But what I am saying there, is *true* of Douglas, and is not true of Democrats generally; so that the proposed substitution would be a very considerable blunder. Your proposed insertion of "residences" though it would do little or no harm, is not at all necessary to the sense I was trying to convey—On page 5 your proposed grammatical change would certainly do no harm—The "impudently absurd" I stick to—The striking out "ne" and inserting "we" turns the sense exactly wrong. The striking out "upon it" leaves the sense too general and incomplete—The sense is, act as they acted *upon that question*—not as they acted generally.

After considering your proposed changes on page 7, I do not think them material, but I am willing to defer to you in relation to them.

On page 9, striking out "to us" is probably right—The word "lawyer's" I wish retained—The word Courts struck out twice, I wish reduced to "Court" and retained—"Court" as a collection more properly governs the plural "have" as I understand—"The" preceding "Court" in the latter case, must also be retained.* The italicising and quotation marking I have no objection to.

As to the note at the bottom, I do not think any too much is admitted—What you propose on page 11 is right—I return your copy of the speech, together with one printed here under my own hasty supervising—That at New York was printed without any supervision by me—If you conclude to publish a new edition, allow me to see the proof-sheets.

And now thanking you for your very complimentary letter, and your interest for me generally, I subscribe myself,

Your friend and Servant,

A. Lincoln.

*The words "quite," "as" and "or" on the same page I wish retained.

America figured largely in the famous World Federation of Education Associations in Edinburgh, Scotland, primarily because it was of American birth, but chiefly because there were five hundred and twenty-one American educators present, which, considering the miles traveled, was most remarkable.

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Physics Laboratory Table No. 700

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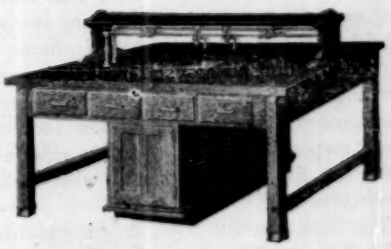

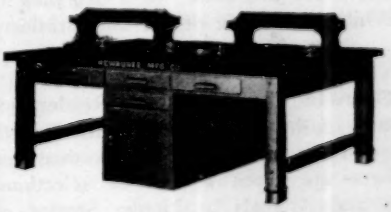

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Where a complete work-table is desired, this will fill the need admirably.

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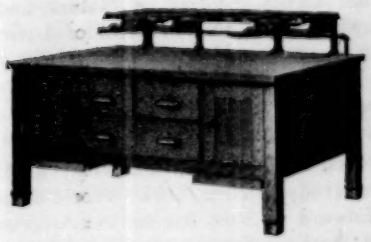
For two students. One drawer and one cupboard for each; larger drawer used in common. This is a very practical desk.



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Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

THE FIELD-MARTIN PRIMER AND THE FIELD FOURTH READER. By Walter Taylor Field, joint author of the Young and Field Literary Readers, and Katharine Martin, School of Education, University of Chicago. Illustrated by Gertrude A. Kay. Boston, New York, Chicago, Atlanta, Dallas, Columbus and San Francisco: Ginn and Company.

There seems to be an eternal urge to something new in primer making, in school readers for all grades. Fortunately the new processes of illumination help greatly in the present emergency, for the demand for something new in reader making has created an emergency.

From the appearing of the first of the Young and Field Readers we have admired the literary art and professional skill displayed in each new book, and the Field-Martin Primer loses none of the charm which Mrs. Ella Flagg Young breathed into the first book, and these fifty-five lessons are irresistible even to non-bookish little boys and girls, for each lesson has the charm of real interests in the life of children from the first day in school. The lessons are focused on the real life of real children of the age of five and six years when they are introduced to books, to school, to independent thought in home, when a child goes to bed by himself, is self-reliant in play, learns the importance of Safety First, enjoys a circus, buys a balloon for himself, goes to the market for the family, has personal responsibility in picnicking, rides a horse for the first time, has his first experience with a sled, enjoys the first Christmas tree.

The fact that the boy's dog is "Laddie" proves that the book is up-to-the-minute, for this name for a dog had its first appeal in the White House life of the late President Harding.

The Field Fourth Reader is illustrated by Marguerite Davis and Rodney Thomson. The Field-Young Readers got their first great capture of the schools through the Fourth and Fifth Readers, and the same appeal is in this new Fourth Reader. There are seven groups of selections, Stories of Children and Animals at Home, Stories of Other Lands, Stories of Nature and the Out-of-Doors, Fanciful Tales, A Pocketful of Letters, The Building of Our Country, and Stories for Holidays.

CIVIC SOCIOLOGY. A Textbook in Social and Civic Problems for Young Americans. By Edward Alsworth Ross, Ph.D., LL.D., University of Wisconsin. Yonkers-on-Hudson, New York: World Book Company.

Edward A. Ross has set the American public to a frank and fearless discussion of vital civic problems in a way that no other sociologist has done. He led the public to look the problems of honest thinking squarely in the face without wincing, and he has held them there long enough to see the dangers of not doing independent thinking on the one hand, and of thinking fanatically on the other hand. He has disturbed the peace of mind of would-be-leaders who refuse to let Americans think for themselves, and he has also disturbed the individualists who do not want Americans to halt on the brink of the precipice.

Professor Ross has motored on mountain highways where the roadway was on the ledge of the world's very edge without railing, and often with the safe turnouts far apart, but he has led no one off the cliff who would follow his thinking machine. There has never been a slab saying: "This is where Edward A. Ross went over," for he has never gone off any cliff though he has motored to great heights, around sharp curves on narrow ledges.

We want to record our personal indebtedness to Professor Ross's thinking. He has clarified our thinking when we were not quite sure of our headlights on some curves.

There will be a wide difference of opinion as to the propriety of letting high school seniors thrash out such questions as "Why shouldn't I vote for my friends?" "Is it anybody's business how much we spend to elect our candidate so long as we spend it legitimately?" "Why should I obey a law put over by a lot of cranks?"

We think that "Civic Sociology" aims to help in laying the foundations of sound citizenship by promoting the study of our chief social problems and civic problems. Among its distinctive features are the following: Before the pupil is set on such problems, he is made acquainted with the master trends in American society. Instead of scratching the whole field, the book plows into a limited number of big problems. Since the citizen will have to face such lively issues as personal liberty, commercialism, sectionalism, sectarianism, and class struggle, this book introduces the high school senior to them.

We think this book is both wholesome and civically inspiring.

NEW ESSENTIALS OF BUSINESS ARITHMETIC. By George H. Van Tuyl, School of Commerce, New York. Cloth. 315 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Professor Van Tuyl is an expert accountant of recognized skill, having courses in accounts and finance in New York University and business extension courses in Columbia University. His "Complete Business Arithmetic" has been famously successful in high schools and colleges and his "Essentials of Business Arithmetic" meets the needs of junior years. In every respect, in problems and examples especially, all conditions apply to America today.

SCIENTIFIC METHOD IN EDUCATION. By William Clark Trow, University of Cincinnati. Riverside Educational Monographs. Edited by Henry Suzzalo. Cloth. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

There are many opportunities for professional thanksgiving, one of which is the ability of some educators to state important professional truths in brief attractive statements, and few men have done that as skilfully and as brilliantly as has Professor Trow of the University of Cincinnati in this monograph on "Scientific Method in Education." A busy man can easily find time to read the vital chapters which present "Scientific Procedure in Problem Solving," "Instruments of Precision," and especially on "Scientific Methods Applied to Educational Problems." One charm of Professor Trow's writing is his habit of facing problems, instead of "examples." Too many writers assume that they have examples to be performed in their way instead of problems to be solved scientifically. Professor Trow never makes that mistake.

EDUCATION AS A PSYCHOLOGIST SEES IT. By W. B. Pillsbury, University of Michigan. Cloth. 342 pages. New York: The Macmillan Company.

It is refreshing to find an author who as a psychologist is not a propagandist, who seeks scientific truth regardless of where it leads. For instance, Professor Pillsbury shows clearly that intelligence is unnecessary in routine work. There has been no adequate demonstration that in purely mechanical activity there is any close relationship

between intelligence and the weekly earnings on piece system of payments.

In this scientific frankness Professor Pillsbury presents education, in school and out; education in all its complexes, as it functions from the standpoint of the psychologist. Mechanical ability and intelligence have generally very little relationship.

Here are samples of the author's deductions: In the case of those who have neither intelligence nor mechanical skill they should be advised to be unskilled laborers. Those who have mechanical skill with no appreciative intelligence should be advised to become skilled mechanics. Those with good intelligence and slight skill should be in clerical positions, while those with exceptional intelligence should be lawyers, authors, teachers and investigators in subjects like history and literature. Those with high intelligence and mechanical skill should be foremen, engineers, dentists, physicians, especially surgeons, and scientists.

This is a fair presentation of Professor Pillsbury's habit of mind.

THE AUTHOR OF HEIDI: JOHANNA SPYRI'S CHILDHOOD. By Anna Ulrich. Translated from the German by Helen B. Dole. With a continuation chapter dealing with "Johanna Spyri, the Author." 64 pages. Illustrated. New York: Thomas Y. Crowell Company.

One of the widely popular authors, about whom next to nothing is known, is Johanna Spyri, the writer of "Heidi" and other tales of the Swiss Alps. Her books have been translated into many tongues. She is almost a national institution among German children. Yet she so successfully shunned publicity during her long and busy life that no biography has hitherto appeared concerning her, and her name is not even mentioned by any English, French, or American encyclopedia; and only in one German work. As a consequence, material dealing with Johanna Spyri has been hard to get, and many inquiries have come from librarians and readers.

The present book is written by one of Madam Spyri's old school friends and contains many pleasant glimpses of her childhood, revealing also the source of many of her story-book characters and scenes. A supplemental chapter on "Johanna Spyri, the Author," brings out the interesting fact that she apparently had no literary or studious bent as a girl, and did not turn her hand to authorship until over forty. Then the long dormant memories in her brain poured out with amazing facility. The book is illustrated from pictures of her home and environment. It has a charming flavor and will be read with pleasure not only by the children who have been devoted to the Spyri books, but by harassed librarians and parents who can at last answer direct questions about her.

SCHOOL AND HOME. By Angelo Patri. Cloth. New York: D. Appleton and Company.

We have had many occasions to speak in high appreciation of Angelo Patri, who is certainly in a class by himself in school management, in community leadership, in sanity and in personality. In "School and Home" Mr. Patri skims the cream off his best syndicate articles. More and better than that it is the TNT of his keen mind, noble purpose, and brilliant genius.

AN OUTLINE HISTORY OF FRENCH LITERATURE. By H. Stanley Schwarz, Ph.D., assistant professor of French, Washington Square College, New York University. Cloth. 173 pages. Price, $1.80. New York: Alfred A. Knopf, Inc.

The value of an analytical outline survey of literature has long been recognized in the teaching of English, and with the growth in advanced studies in French it was only natural that a similar handbook should be produced for courses in French literature, whether of the common "general survey" type or dealing with specific periods and genres. To Professor Schwarz as author and to Mr. Knopf as publisher goes the credit for taking the initiative in this field in America. Within a little over 150 pages, printed in topical form, Dr. Schwarz gives the main facts of French literature—types, schools, dates, works—and shows the writers' relations with each other and with the general currents of French literary development. A striking feature is the attention given to contemporary writers and works; many literary handbooks attempt to escape criticism by ignoring all authors except dead ones (both literally and in the slang sense), but no such charge can be brought against this book. Despite the fact that it does not aim to displace the usual literary history, the work provides brief estimates of the significance of many writers that have not been surpassed even by pages of discussion in more imposing books. Excellent bibliographical references add much to the value of the book. Teachers of French literature owe author and publisher a debt of gratitude for making available this reliable and practical basic manual.

PSYCHOLOGICAL PRINCIPLES APPLIED TO TEACHING. A Manual for Teachers. By William Henry Pyle, University of Missouri. Cloth. Baltimore: Warwick and York, Inc.

Professor Pyle is refreshingly frank when he says that psychology has not been of much service to teachers chiefly because psychologists have not been sufficiently clear in their statement of principles, and have not been specific and definite in the application of the principles to concrete situations that arise in teaching. *Courses in general psychology have been practically useless to teachers.* Courses in educational psychology have come somewhat closer to the actual work of teaching, but even these courses have proved disappointing, and *have not functioned to a very great extent in the daily work of teachers.* This is not because educational psychology has nothing of value to offer the teacher, but because the teacher has not been made to see the direct application. The subject has been studied by the teacher as something theoretical with little bearing on the actual business of teaching.

Unless psychology can be taken by the teacher into the schoolroom, and its principles used in the solution of the problems that arise, she might as well not bother with the subject. The author believes that in psychology lies the only hope for a science of teaching.

In his desire to improve the present conditions Professor Pyle talks Psychology and not merely about Psychology, and half of the leaves are blank, are ink-usable paper so that the student can check up on his work with every lesson and the teacher can see if he does it, and how well he does it.

Books Received

"Guide Books to Literature," Books One and Two. By J. O. Engelman and Lawrence McTiernan.—"Economics for Citizenship." By W. D. Moriarty. Boston: Longmans, Green and Company.

"A Primer of Graphics and Statistics." By Harold Rugg. New York: Houghton Mifflin Company.

"Tamayo y Baus, Un Drama Nuevo." By Edwin S. Du Poncet. New York: World Book Company.

"Memory Selections." By Edward W. Stitt. New York: Hinds, Hayden and Eldredge, Inc.

"Principles of Secondary Education." By Willis L. Uhl. New York: Silver, Burdett and Company.

"The Psychology of Skill." By William Frederick Book. New York: Gregg Publishing Company.

"Orations of Cicero." Edited by Frank G. Moore. Boston: Ginn and Company.

TREND OF THE TIMES

Working for Real Peace at Locarno Conference

The eyes of the world were turned last week, upon Locarno, Switzerland, where commenced October 5 what may prove to be the most important meeting since the great war. Hitherto the Allies have held the position of dictators to a conquered enemy. At Locarno an effort is being made to find common ground, a basis of permanent peace, not as between victors and vanquished, but as between nations having the future security of Europe and the world in their keeping and desirous to settle their differences permanently. Great Britain, France, Belgium, Italy and Germany are represented by their ablest statesmen. The immediate occasion of the conference was the demand of France for a guaranty of safety along her eastern boundary, but in striving for that end the conferees have touched upon many other phases of European security. Among other things, a tentative agreement looking to Germany's admission to the League of Nations was reached.

American Labor Body Would Protect Childhood

The American Federation of Labor, in convention at Atlantic City, N. J., gave much attention to the devising of methods for wiping out child labor from American industries. Delegates from President William Green down through the list expressed great determination to end the child labor evil, either directly by enactment of the federal amendment or indirectly through a federal statute forbidding shipment of goods from child-abusing states into other states which have laws protecting their children from industrial exploitation.

American Legion Elects Commander

John R. (Go-Get-Em) McQuigg of East Cleveland, Ohio, white-haired fifty-nine-year-old lawyer and banker and wounded overseas engineer officer, was elected to the office of national commander of the American Legion at the Legion's convention in Omaha, Nebraska. One of the resolutions adopted at the convention favored the United States' adherence to a court of international justice. The next meeting of the American Legion will be held in Philadelphia in 1926. That of 1927 will be in Paris, France.

President Coolidge Addresses American Legion

President Coolidge addressed the American Legion at Omaha, October 6, touching upon preparedness for war and peace. He assailed the attempts of army or navy men to foster a spirit of militarism in this country and asked if heavy armaments would make a better nation. Without advocating any unwarranted neglect of defence, he emphasized the even greater importance of cultivating international good will, laying aside race hatreds and doing everything possible to supplant wars with arbitration.

The President stated his belief that a new and better order would grow out of the demonstrated failure of force to bring settlements.

Italy Adopts Class Co-operation System

The most revolutionary step in the treatment of labor problems in Italy in the present generation has been taken with the adoption of an accord between the general confederation of industry and the confederation of Facist labor unions. Under the agreement, each of these organizations, representing respectively employers and workers, recognizes the other as the sole body with which it is to deal in all questions affecting wages, general labor and employment. Under it also a serious attempt will be made—backed by all the forces of the Facist government—to overcome the animosities that have governed the relations between capital and labor in Italy for more than thirty years.

Uncle Sam Gets Eviction Notice

The United States Department of Justice has received notice that it must either pay much higher rent or vacate the quarters which it has occupied for some years past at Vermont avenue and K street, Washington. The owners of the building claim it is worth $1,000,000 and the government pays only $75,000 a year as rental. For ten years the government paid $37,000 a year for the use of these offices. Then the figure was doubled. Senator Smoot, chairman of the federal buildings committee, says he will ask Congress to provide for another increase, if reasonable terms can be made with the owners of the property.

Motors Exceed Phones

There are now more than 17,000,000 automobiles in use in the United States and less than 16,000,000 telephones. Thus one-half of the families of the country have telephones, while a slightly larger percentage have automobiles.

Earth Tremors East and West

Local disturbances of the earth's crust occurred October 9 in New Hampshire and Maine. Chimneys toppled in Sandwich, N. H., and Cornish, Me. In other places windows were broken and goods rattled off store shelves.

On the same date a slight shock was reported from Santa Barbara, Cal., but in this case no damage resulted.

Train Wreck Occasioned by Change From Summer Time

During the hour after midnight of October 3, when railroad trains throughout France were changing from summer to normal time, an express train crashed into a freight, which had been overlooked in the scheduling and was still on summer time. Two persons were killed and several injured.

To Broadcast Socialistic Propaganda

Radical organizations, receiving assistance from a fund created by Charles Garland, of North Carver, Mass., "to fight capitalism" have made more than $1,000,000 in Wall street during the last two years. The fund has increased from $800,000 to $1,500,000, Morris L. Ernst, counsel for the foundation, revealed despite the fact that $500,000 has been given away to various radical organizations and publications. Charles Garland, Harvard graduate and Socialist, established the fund in 1922 with the $800,000 he refused to accept as his share of the estate of his father, James A. Garland, Boston millionaire. He is now living on a farm near Easton, Pa. The growth of the fund was revealed in connection with an announcement that broadcasting rights for stated periods daily are to be purchased in a radio station, with about $50,000 of the fund.

Baseball Hero Loses Battle for Health

Christy Mathewson, president of the Boston Braves baseball club, died at Saranac, N. Y., October 7, just as the world's series between Pittsburgh Pirates and Washington Senators was opening in Pittsburgh. Mathewson had won fame as a pitcher prior to his entry into the war in 1917. He returned with health shattered by poison gas, and struggled valiantly for five years to regain his strength. Two years ago he was so far recovered as to be able to connect with the Boston club, which he did his best to make a winner. "Matty's" fine character and sportsmanship under all conditions of baseball and life had made him a popular favorite.

Prohibition Campaign to Open in Great Britain

The biggest prohibition campaign yet attempted in Great Britain is about to be launched after many months of secret preparation. The Daily Mail says the methods to be adopted are similar to those which preceded the introduction of prohibition in the United States. The organizers of the movement will not begin by advocating outright prohibition, but local option. The keynote of the campaign will be an appeal to the women of the country. The movement will be inaugurated in Manchester this month, and meetings will be held afterward in other large cities. The speakers will include Mrs. Lloyd George, wife of the former Premier; Philip Snowden, former Chancellor of the Exchequer; Lady Donald Maclean and Sir George Hunter.

Welsbach Saved Gas Lighting Industry

About forty years ago electric light began to supplant gas, and most people made up their minds that gas lighting was doomed. Then Baron Auer von Welsbach came to the rescue. He discovered that cotton fabrics, if soaked in a nitrate solution composed of ninety-nine parts of thorium and one of cerium, and then placed over a hot flame to burn out all impurities, would glow with a white incandescence, giving out a pure white light of astonishing power. By making a cone of this fabric he produced the incandescent gas mantle, which, if placed over a gas jet, cut the consumption of gas in half, and at the same time gave ten times more light. This invention saved the gas-lighting industry, and is today being used extensively upon oil as well as gas lights.

Tokio's Traffic Is Dangerous

The number of traffic accidents in the busy streets of Tokio is rapidly increasing, according to the metropolitan police records. During the twelve months ended in March there were 6,423 motor car accidents in which eighty-one persons were killed and 3,496 injured. There were almost as many bicycle and wagon accidents. In tram car accidents seventy-six were killed and 1,925 injured.

Prison Inmates Mostly Youths

Two-thirds of the inmates at Sing Sing, Auburn and Clinton, New York State's prisons, are under the age of thirty. Forty-six per cent. are under the age of twenty-six. Statistics show a decrease in the number of convicts from sixteen to twenty years of age, due largely to the increasing number of cases in which youthful offenders are given slight jail sentences, suspended sentences, or sent to institutions especially for the young. Increases are noted, however, in both the groups of twenty-six years of age and under, and thirty years of age and under. These statistics are for those guilty of serious crimes, such as gun robberies, murder, burglary, forgery, felonious assault, assault and robbery and so on.

League Has Become Statesmen's School

The confidence and determination found in the delegates to the Assembly of the League of Nations should convince any one that the league has come to stay, according to Manley O. Hudson, Bemis professor of international law at Harvard, who returned recently from Europe. Professor Hudson is the only American in the legal section of the League of Nations secretariat. He stated that the Assembly has become the great school for statesmen of the modern world. It is where ministers of state and leaders of opinion go each year to learn what other peoples are thinking and to take common counsel with their opposites from other lands. Steadily, each year, this feature of the Assembly is becoming more noticeable, he added.

American Control of Philippines Has Setback

American control of the Philippines receiving a serious setback when the Supreme Court ruled that decisions of the insular auditor, Ben Wright, were not final and could be appealed to the local courts. A presidential appointee, the auditor has been a bulwark of good government, and the only check except the veto on reckless expenditures of Government funds. His strength lay in the fact that his decisions were final, the only appeal being to the governor-general, and then, if he was sustained, to the President of the United States. The Supreme Court's ruling now opens the way to a revival of the million-peso independence fund and other alleged slush funds, the killing of which by Wright two years ago allowed Governor General Wood to redeem the islands from bankruptcy. Most of General Wood's work of reorganization in the Philippines is now endangered and the Quezon independence faction is jubilant.

New Super Planes Await Army Tests

Donald W. Douglas, aeronautical engineer at whose airplane factory in Santa Monica, Cal., were built the three United States Army airplanes that flew around the world, has perfected a new model aircraft with a reputed cruising radius of 4,500 miles, almost double that of any other American plane. This new model is known as C-1 and is a transport biplane. Two of them have been completed for the War Department, with seven others building. Mr. Douglas says they can fly from New York or almost any other point along the Atlantic coast, and without a stop drop a bomb weighing a ton on Paris—or any other West European capital. They can, with one stop at Atteau, in the Aleutian Islands, make the 6,000 miles to Tokio. Thus laden they can fly at a maximum speed of 125 miles an hour, a high speed for this type of plane. Mr. Douglas asserted no other nation, as yet, has developed an engine of war with capabilities to equal those of this biplane.

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EDUCATION IN ACTION

Northfield Seminary Statistics Interesting

Massachusetts, with 166 students, New York with 95, Connecticut with 85, and New Jersey with 49 lead in the 20 states represented in the enrollment for the autumn term at Northfield Seminary. Of the 560 students, 214 entered the seminary this year, and about 40 applications are on file for admission at the first opportunity. The daughters of missionaries number 8; daughters of American parents, not missionaries, living in foreign countries, 6; and 42 are daughters of former students. Sixteen different countries are represented by the 33 young women who are either foreign-born or children of foreign-born parents. The average age of the students in this seminary is 16 1-2 years and 66 girls are receiving scholarship aid during the present term.

Superintendent Starts New Departments

Cleveland Heights (Ohio) schools have an enrollment of 5,573 for the present school year. The increase of 656 on the first day of registration is considered remarkable, as the increase figure for the entire city of Cleveland was only 800. Superintendent F. L. Wiley has developed two departments for the coming year which should be outstanding. The first is the department of music, and the second, physical education. High school music will be led by Charles E. Percy, who has had extended musical training in Paris and England. In physical education Heights High School has obtained "Bill" Slyker, former assistant basketball coach at Ohio State University, and Max Weber, all-Ohio quarterback of Oberlin, in an effort to bring athletics to the front.

Vicente Blasco Ibanez, the eminent Spanish novelist, has presented to the library of George Washington University, through Professor Henry Grattan Doyle of the department of Romance Languages, a complete collection of his works. The volumes are specially bound and each contains an autograph dedication. Blasco Ibanez received the degree of Litt. D. from the University in 1920.

Revere, Mass., has a Julia Ward Howe School.

University Fellowships for Study of Safety Education

Actual experience having developed the fact that safety education in schools can save the lives of half of the 20,000 children in the United States that are being killed each year, the National Bureau of Casualty and Surety Underwriters of New York City recently announced as the latest constructive step in the solution of the traffic problem that it would establish three university fellowships of $1,000 each for the study of safety education. Miss Ruth Streitz, of North Platte, Nebraska, who was last year a member of the faculty of the College of Education and the Bureau of Educational Research of the University of Illinois, has been appointed to the first fellowship at Teachers College of Columbia University. John A. Nietz, of Chicago, who has had fourteen years of experience as superintendent of schools and as dean of a junior college, has been appointed to the second fellowship at the University of Chicago. James Vaughn, of Emporia, Kansas, who was last year assistant professor of psychology and education at Central Michigan Normal School, has been appointed to the third fellowship also at the University of Chicago.

Boston University Freshmen Finish Unique Experiment

Instead of beginning class work in the various subjects of their course, as has previously been done, 450 freshmen at the College of Business Administration of Boston University were required to familiarize themselves, during their entire time for the first week, with the contents of commercial newspapers, supplied to all the class, and discussed by members of the faculty, each using the current news to illustrate his special department of study. In this way the new students have learned something of the extent of the college course and its close relation to real business. An examination was held at the end of the week's exercises. Dean Everett W. Lord declares the experiment highly successful, in that the students will now begin their more specialized study with a keener appreciation of the importance of each branch of the general subject of business.

There are more than 500 professional poets practicing their profession in the United States.

New Headmaster for Girls' High School

John E. Denham has been appointed headmaster of the Girls' High School of Boston, Mass., by the Boston School Committee, to fill the vacancy caused by the death of Myron W. Richardson. Mr. Denham was graduated from Amherst in 1901. He received his Master of Arts degree in 1905, from the same college. He entered the service of the city of Boston in 1906 as instructor in the English High School. He was appointed junior master there in 1910. In 1915 he was transferred to the Girls' Latin School, and in 1919 became head of the department of mathematics there, serving until the present appointment. From 1917 to 1923 he was principal of the summer review high school.

Orville Wright With N. Y. Air School

The School of Aeronautics, which opens at New York University next year, founded on the gift presented by Daniel Guggenheim, will be headed by an advisory committee of which Orville Wright is chairman. The pioneer aviator accepted the post, in a letter made public by Dr. Elmer Brown, chancellor of the university. Harry F. Guggenheim, son of the donor, is to be vice-chairman. The Guggenheim School will co-operate closely with the aviation industry, through plans approved by C. M. Keys, president of the Curtiss company. The school will be in charge of Professor Alexander Klemin. Plans for the new school, drawn up this summer by the authorities in charge, have been submitted to twenty experts in aviation, including heads of government departments and members of the most important commercial aviation concerns in the United States. These plans have met with general approval.

Endows Chair of Political Economy

Abram G. Hutzler has given $200,000 to endow a chair of Political Economy in Johns Hopkins University. Announcement of the gift was made by Daniel Willard, general chairman of the Johns Hopkins Half-Century Committee. The professorship is held by Dr. James H. Hollander.

Reputation of Illinois University Defended

In the Illinois State Federation of Labor convention held recently in Urbana, Ill., Edwin R. Wright of Chicago, a former state president, challenged the University of Illinois officials to show that they are not harboring what he styled as "subsidized vice." Thomas A. Clark, dean of men at the university, told the Illinois Federation of Labor that "if anyone tells you of drunken orgies and subsidized vice here, that person is a liar." Sheriff John Gray, who has a daughter in the university, stated that the boys and girls are as square a bunch as there is. He said that the trouble comes at big games when "dads" bring liquor in. Professor Charles F. Kent of Yale stated in his report from an investigation of universities for the National Council of Schools of Religion that the immoral liabilities in the University of Illinois were not as great as in most American communities. The report adds that vice is not protected; organized vice does not exist.

Exception Made in Rule Enforcement

A standing regulation of the Boston School Committee to the effect that no married woman shall be employed as a regular teacher nearly cost Mrs. Edna M. Quinn of East Boston a year's salary that was paid her as Miss Lane. She was secretly married before the school year 1924-25, and continued her teaching in order to support herself as her husband was obliged to be away for one year. Only when she handed in her resignation at the end of the school year did she apprise the school committee of her marriage. For a time it seemed that the regulation would be enforced and she would have to reimburse the city for the money paid her to which it was alleged she was not entitled. Mayor Curley of Boston championed Mrs. Quinn's claim to the pay received, and the school committee voted not to ask her for a reimbursement.

Harvard to Test Student Waiters

Enlargement of the opportunity for students to help pay their way through Harvard is expected to result from the plan announced to employ as an experiment this year thirty to thirty-five student waiters in Gore Hall, one of the freshman dormitories. If the test is successful, all Harvard dining halls will follow the same course. The waiters will be hired by Superintendent R. L. Westcott from candidates selected by W. W. Daly, who is in charge of student employment. The men will be paid $8 in cash for working three days a week from 6.30 to 8.55, 11.30 to 1.55 and 5 to 7.30. They will receive their meals on the working days.

Negro Schools Seek Funds

A final effort to raise $500,000 to complete the endowment fund needed by Hampton and Tuskegee Institutes, the two negro institutions in the South, has been started all over the country. If this money is obtained by December 31 the schools will have raised the $5,000,000 required to meet the conditions made by George Eastman when he offered them $2,000,000 additional, thus making a total fund of $7,000,000.

Three New Trustees on Wellesley Board

At a special meeting of the board of trustees of Wellesley College, James Dean, Frederick H. Curtiss and Clifton H. Dwinnell were elected members of the board to fill vacancies caused by the resignations of Eugene V. R. Thayer, Galen L. Stone and Alfred L. Aiken.

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FOR TEXTBOOKS

Police School at Boston University

Started last year as an experiment, the Boston University School for Police proved so successful and drew such hearty co-operation from police officials that it will be conducted again this year, opening October 6, Director David Greer of the school has announced. More than 200 officers are expected to enroll, as against the fifty who entered the school last year. The faculty this year will be composed of Captain Louis Lutz of the police department, who will teach the general police course; Robert Bushnell, assistant district attorney of Middlesex County; Melvin M. Johnson of the Boston University School of Law faculty; Attorney Greer, and Charles Willcock, assistant clerk of the central district municipal court.

Granddaughters at Smith

Smith College, Northampton, Mass., finds that every year the number of entering students whose mothers before them were daughters of the college is increasing. Last year forty-seven entered, and year by year as the present number of 11,000 alumnae is augmented, a larger group is expected. This year there are fifty-two freshman "granddaughters."

Shoe Repairing Taught in San Diego

Shoe repairing is a part of the curriculum of the Memorial Junior High School, of San Diego, Calif. The course is thoroughly practical, and the ten lessons comprise a study of foot anatomy, as well as grades of leather, classification of shoes and the actual work of repairing. One unit of university credit is allowed for the completion of the course, together with a state credential to teach the subject.

Adding to Study Time

An increase in the school day to six hours or longer has been made in a number of places in Massachusetts in order to give time for the necesary school subjects and for supervised study during school hours.

Brief College Course Paid Dividend

A saving of $300 daily to a manufacturer of a wooden part for automobiles is said to have resulted from three days' attendance by one of the company's technical representatives upon the forest products laboratory course in gluing wood at the University of Wisconsin.

Perpetuate Burbank's Work

The horticultural experiment work of Luther Burbank, aged plant wizard of Santa Rosa, Cal., will be taken over by Stanford University, which will raise an endowment fund to obtain perpetuation of Burbank's services for humanity. William Gibbs McAdoo, one of an advisory committee of ten, which will have charge of raising the endowment, announced the plan. Burbank's gardens near Sebastopol, established by him fifty years ago, will be taken over by the university. Other members of the committee in charge of raising the fund include Herbert Hoover, Dr. Ray Lyman Wilbur, Rudolph Spreckels and David Starr Jordan.

Filipino Women May Learn Farming

Women students were admitted this year to study agriculture in the College of Agriculture at Los Banos, Philippine Islands, and seven are now enrolled. Several have petitioned for admission to the farm school at Munos, but so far their application has been denied.

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Master, Minot School, Boston, Mass.

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" V. " " " NEW YORK. Sheets 13, 14, 15
" VI. " " " NEW HAMPSHIRE and CONNECTICUT, Sheets 16, 17, 18
" VII. " " " MARYLAND and RHODE ISLAND. SHEETS 19, 20, 21
" VIII. " " " DELAWARE and the CAROLINAS. Sheets 22, 23, 24
" IX. " " " NEW JERSEY and PENNSYLVANIA. Sheets 25, 26, 27
" X. " " " GEORGIA. Sheets 28, 29, 30

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"Mandy," said the mistress one day, "how did you manage to raise your boys to be so mannerly and obedient?"

"Well, Ah'll tell you, missus," replied Mandy, thoughtfully. "Ah raised dem boys wid a bar'l stave; an Ah raised 'em frequent."

Released From the Strain

"Who is the very slangy chap you were just talking to?" "He's a teacher of English enjoying a day off."—Boston Transcript.

Verbal Distinctions, Anyway

The Summer Boarders' Constant Cry—"Have you much variety at your boarding-house?" Yes, we have three different names for the meals.—This Week in Buffalo.

Just Ground

Guest—"What's the matter with this coffee? It looks like mud."

Waiter—"Yes, sir, it was ground this morning."—Carnegie Puppet.

Josh Billings on "Laffter"

"There is one kind ov laff that I always did recommend; it looks out ov the eye fust with a merry twinkle, then it kreeps down on its hands and kneze and plays around the mouth like a pretty moth around the blaze ov a kandle, then it steals over into the dimples ov the cheeks and rides around in thoze little whirlpools for a while, then it lites up the whole face like a mello bloom on a damask roze, then it swims oph on the air, with a peal az klear and az happy az a dinner-bell, then it goes bak agin on golden tiptoze like an angel out of an airing, and lazs down on its little bed ov violets in the heart whare it cum from."—Josh Billings.

The Inevitable

School teacher (to little boy)—"If a farmer raises 3,700 bushels of wheat and sells it for $2.50 per bushel, what will he get?"

Little Boy—"An automobile."

Acme of Knowledge

The son of the family was home on his first vacation since he had attained to the dignity of college prefect. He and his father were discussing affairs of the day, and finally the boy remarked:—

"Dad, I hope when I am as old as you I'll know more than you do."

"I'll go one better, my boy," the father replied. "I hope that when you are that old you will know as much as you think you do now."

Financial Note.

Teacher—"Where is the capital of the United States?"

Bright Lad—"In Liberty Bonds!"

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A French inventor is reported to have obtained surprisingly good results toward the construction of a fast airplane, which will dispense with propellers and rely for propulsion upon a discharge of highly compressed gas.

The five railroads which the Van Sweringen plan proposes to merge with the present Nickel Plate system can be run as a single unit for $6,000,000 per year less than their present total operating expenses, according to J. J. Bernet, president of the Nickel Plate.

The Brotherhood of Locomotive Engineers owns a tract of 2,700 acres in Sarasota County, Florida, on which it plans to build a national home for its old and disabled members.

Of the 875,000 typewriters produced in the world in 1919, over 775,000 were of American manufacture.

A St. Louis dentist uses jazz music from a phonograph to soothe the nerves of his patients when extracting troublesome molars. He claims the music is as effective as the ordinary anaesthetics.

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MEETINGS TO BE HELD

OCTOBER

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

15-16-17: Vermont State Teachers' Association Convention, Rutland, Vermont.

19: California Teachers Association Northern Section, Sacramento Charles C. Hughes, Sacramento, California.

22-24: West Tennessee Education Association, Memphis, S. L. Ragsdale, Humes High School, Memphis, Tennessee, president.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: All State Vocational Conference. Chicago. Adah Hess, Secretary. Board for Vocational Education, Springfield, Illinois.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-30-31: Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena; S. R. Logan, President, Hardin.

30-31: Illinois State Home Economics Meeting. University of Chicago, Illinois.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee. Wisconsin Association of Modern Foreign Language Teachers, Milwaukee. Mrs. Rove Buim, High School, Racine, Wis. Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start. Kansas State Teachers College, Hays, Kans.

5-7: West Virginia State Education Association, Huntington, West Virginia, W. W. Trent, Secretary, Elkins, West Virginia.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12: Massachusetts Superintendents' Association, afternoon.

12: New England Superintendents' Association, evening and all day Friday, November 13. S. H. Chase, Secretary, Beverly.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

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